

6 month reporting date 10/16/04 X
 12 month reporting date
 Closed 10/18/04 X

WAKONDA School District Improvement Plan/Progress Report Form

Principle: 1 General Supervision				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) One student was initially placed under the category of Other Health Impaired without documented evidence and later reclassified as Learning Disabled without an evaluation to base the change of disability category.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The student will have a comprehensive evaluation in all areas of suspected disability to determine eligibility and educational need.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The school district will re-evaluate the student to determine eligibility for special education and educational need.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The district will obtain any pertinent medical records and outside evaluations to correlate them with the re-evaluation information to determine the correct placement for <u>this</u> student. What data will be given to SEP to verify this objective? The special education director will submit a letter to the SEP which includes dates of MDT and outcome regarding this student.	Immediate Re-evaluation to be completed by May 1, 2004	Special education and SAC personnel	Met 10/18/2004	
Please explain the data (6 month) The Multidisciplinary Team met on 3-8-04 and reviewed the new re-evaluations and the medical records for this student. The committee determined that this student met the criteria for Other Health Impaired. A letter of the findings was sent to Peggy Mattke (SEP) in September 2004.				
Please explain the data (12 month)				

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<p>2. What will the district do to improve? The special education director will provide an in-service to the special education staff regarding comprehensive evaluations and determining placement. What data will be given to SEP to verify this objective? A copy of the agenda and a list of the participants will be provided to SEP.</p>	<p>1-04 ongoing</p>	<p>Special education and SAC personnel</p>	<p>Met 10/18/2004</p>	
<p>Please explain the data (6 month)An in-service was held on 4-14-04 for all special education staff at Wakonda School and the Southeast Area Cooperative related service providers. The special education director went over the criteria for each category. The staff was reminded to always use the Technical Assistance Manual at MDT meetings to insure all students met the criteria of the category that the MDT selects.</p>				
<p>Please explain the data (12 month)</p>				
<p>3. What will the district do to improve? The special education director will check ALL 3 year re-evaluations and new referrals to see that a comprehensive evaluation was given and documentation to determine placement and disability category is recorded. What data will be given to SEP to verify this objective? The special education director will send SEP a list of the number of files checked and the number done correctly for each re-evaluation and new referral.</p>	<p>1-04 ongoing</p>	<p>Special education and SAC personnel</p>	<p>Met 10/18/2004</p>	
<p>Please explain the data (6 month)3 of 3 re-evaluations checked contained a comprehensive evaluation and documentation of the criteria to justify the category selected by the MDT. 9 of 14 new referral files were spot checked and all 9 had a comprehensive evaluation, documentation, and criteria to justify the category selected by the MDT.</p>				
<p>Please explain the data (12 month)</p>				

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WAKONDA School District Improvement/Progress Report Form

Principle: 3 Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) School districts shall ensure, at a minimum, a child is assessed in all areas related to the suspected disability and thSEP evaluation procedures include a variety of assessment tools and strategies to gather relevant functional and developmental information about the child. In four out of seven files checked there was no evidence of functional assessment. Special education personnel have attempted to address the issue of functional assessment, however in six out of seven files there was no written analysis of functional evaluation.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Functional assessments will be completed on all students being evaluated and a written report will be completed.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The school district will complete functional assessments on all students being evaluated and a written analysis will be completed and provided to the parent along with the other evaluation results.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Functional assessment will be completed on each new referral or re-evaluation. What data will be given to SEP to verify this objective? The special education director will send SEP a list of the number of files checked and the number done correctly for each re-evaluation and new referral.	1-04 ongoing	Special Education and SAC personnel	Met 10/16/2004	
Please explain the data (6 month) 3 of 3 re-evaluations checked contained functional assessment and a written analysis explaining the students' results. In 9 of 14 new referrals checked, 9 contained functional assessment and a written analysis explaining the students' results.				

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Please explain the data (12 month)				
2. What will the district do to improve? The special education director will provide an in-service for the special education staff. Examples of Functional Assessments will be handed out to each participant. What data will be given to SEP to verify this objective? A copy of the in-service agenda and participants will be sent to the SEP.	1-04 ongoing	Special Education and SAC personnel	Met 10/18/2004	
Please explain the data (6 month) The special education director held an in-service on Functional Assessment with the Southeast Area Cooperative related service personnel and the district special education personnel on 4-14-04. Using the handout on functional assessment which was downloaded and printed from the OSE website, the group generated a list of possible functional assessments that were readily available to the group. The group discussed what they and other schools in our cooperative were currently using. Several members were already doing a good job of functional assessment however, the information was not being presented in an evaluation report. The group decided to either write up a functional assessment summary or to include the functional assessment summary as part of the evaluation summary.				
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WAKONDA School District Improvement/Progress Report Form

Principle: 3 Appropriate Evaluation				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) The review team found that the district has not ensured parental input into the evaluation process. Four out of 10 files reviewed did not have documentation of parent input into the evaluation.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Parents will be given the opportunity to provide input into the evaluation planning process.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The school district will document that parents were given the opportunity to provide input into the evaluation planning process.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The district has developed a new Parent Report Form that will be sent to parents of new referrals and re-evaluations prior to the evaluation. What data will be given to SEP to verify this objective? The special education director will send SEP a list of the number of files checked and the number done correctly for each re-evaluation and new referral.	1-04 ongoing	Special Education and SAC personnel	Met 10/18/2004	
Please explain the data (6 month) In the 3 re-evaluations checked all 3 files contained the new Parent Report Form completed by the parent. In the 9 of 14 new referrals checked, all 9 files contained the new Parent Report Form completed by the parent.				
Please explain the data (12 month)				

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<p>2. What will the district do to improve? Parental input will be sought during the evaluation planning process and documented on the prior notice forms and the new Parent Report Form. What data will be given to SEP to verify this objective? The special education director will send SEP a list of the number of files checked and the number done correctly for each re-evaluation and new referral.</p>	<p>1-04 ongoing</p>	<p>Special Education and SAC personnel</p>	<p>Met 10/18/2004</p>	
<p>Please explain the data (6 month) In the 3 re-evaluation files checked documentation of parental input into the evaluation planning process was included on the prior notice form in all 3 files. In the 9 of 14 files spot checked, all 9 files contained parental input and documentation was included on the prior notice form.</p>				
<p>Please explain the data (12 month)</p>				
<p>3. What will the district do to improve? The special education director will provide an in-service to the special education staff on how to correctly complete documentation of parental input. What data will be given to SEP to verify this objective? A copy of the agenda and the participants of the in-service will be provided to the SEP.</p>	<p>1-04 ongoing</p>	<p>Special Education and SAC personnel</p>	<p>Met 10/18/2004</p>	
<p>Please explain the data (6 month) An in-service was held with SAC and special education personnel to introduce the New Parent Report Form. Personnel was instructed to toss out any old prior notice forms and directed to use the current form that contains the portion to document parental input. All new referrals and 3 year re-evaluations checked contained both the new Parent Report form and the current prior notice form.</p>				
<p>Please explain the data (12 month)</p>				

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WAKONDA School District Improvement/Progress Report Form

Principle: 5 Individualized Education Plan				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) A student's IEP must contain present levels of performance based upon the skill areas affected by the students suspected area of disability. The present levels of performance are based upon the functional assessment information gathered during the comprehensive evaluation process. In six out of seven file reviewed, the monitoring team determined that the present levels of performance were not linked to written reports of functional assessment. Functional assessment must be completed in all areas of suspected disability and be skill based. In the seventh file, a functional assessment was completed, but in the area of reading, while the suspected area of disability was math.				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. All IEPs will contain present levels of performance based upon all skill areas affected by the students suspected area of disability. The present levels will be skill specific.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The school district will determine specific functional skills in all areas of suspected disability and link these findings to the Present Levels of Performance portion of the IEP.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? Functional assessments in all areas of suspected disability will be completed on each new referral and each re-evaluation and PLP will be linked to written reports of functional assessment. What data will be given to SEP to verify this objective? The special education director will send SEP a list of the number of files checked and the number done correctly for each re-evaluation and new referral.	1-04 ongoing	Special Education & SAC personnel	Met 10/18/2004	
Please explain the data (6 month) 3 of 3 re-evaluations checked contained Present Levels of Performance that related directly to the Functional Assessment. In 9 of 14 new referrals checked all 9 contained PLP that related directly to the functional assessment.				

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Please explain the data (12 month)				
2. What will the district do to improve? The Special Education Director will provide an in-service for the special education staff. Examples of Functional Assessments, will be handed out to each participant. What data will be given to SEP to verify this objective? A copy of the agenda, handout, and participants will be submitted to the SEP.	1-04 ongoing	Special Education & SAC personnel	Met 10/18/2004	
Please explain the data (6 month) An in-service for the Southeast Area Cooperative and Wakonda Special Education Staff was held on 4-14-04. Copies of functional assessment (printed from OSE website) were handed out to each participant. The group determined that many of the possible tools to be used for functional assessment were readily available and will be utilized. The group also discussed functional assessment tools they and other schools in our cooperative are currently using. The special education directed stressed that functional assessment MUST be related to the suspected disability.				
Please explain the data (12 month)				

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WAKONDA School District Improvement/Progress Report Form

Principle: 5 Individualized Education Plan				
Present levels: (Statement of present levels of performance that resulted in area of non-compliance) Each student's individualized education program shall include: (2) A statement of measurable annual goals, including benchmarks or short-term objectives, related to: (a) Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and (b) Meeting each of the student's other educational needs that result from the student's disability; Though interviews and file reviews, IEP goals and objectives were found to not be skill specific. For example: “__will comprehend reading material at __ grade level with 90% accuracy.” “When presented with new math concepts ____will learn, use and master the new math skills with 80% accuracy.”				
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. The district will ensure that IEPs contain all required content.				
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) The school district and SAC personnel will periodically review each other's IEPs to ensure that our IEPs are being written with all the required content.				
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	6 month progress Record date objective is met	12 month progress Record date objective is met
1. What will the district do to improve? The district will write IEP goals and objectives that are skill specific and related directly to the Present Levels of Performance with the three criteria included for each objective.. What data will be given to SEP to verify this objective? The special education director will send SEP a list of the number of files checked and the number in which the IEPs were done correctly.	1-04 ongoing	Special Education and SAC personnel	Met 10/18/2004	

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Please explain the data (6 month) **3 of 3 re-evaluation IEP's checked contained goals and objectives that were skill specific and related directly to the present levels of performance. All 3 of these files had 3 objectives for each of the goals on the IEP. 9 of 14 new referral IEP's checked contained goals and objectives that were skill specific and directly related to the present level of performance. However, 5 of these files did NOT contain 3 objectives for each goal.**

Please explain the data (12 month)

2. What will the district do to improve? The special education director will provide the special education staff an in-service on appropriate goals and objectives that are "skill specific." What data will be given to SEP to verify this objective? A copy of the agenda and participants will be sent to the SEP.	1-04 ongoing	Special Education and SAC personnel	Met 10/18/2004	
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Please explain the data (6 month) **The special education director held an in-service on 4-14-04 to address "skill specific", observable and measurable objectives and goals. Members of the Southeast Area Cooperative and Wakonda Special Education staff were in attendance. After spot checking the files, the special education will again address the group to remind them that 3 goals need to be listed for each objective.**

Please explain the data (12 month)